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ABSTRACT

Policies formulated for the seven state and nine private institutions of higher education in South Dakota are outlined in their separate phases of system development, data gathering, and data analysis. This scheme was developed to facilitate data reporting in federal grant applications. Areas of research include the functions, administration, and costs of higher education, and students, faculties, and curriculums; the descriptive methodology outlined will be used to structure a continuing evaluation of these areas. (HH)

ED037036

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BLACK HILLS STATE COLLEGE

COLLEGE OF ST. MARTIN

DAKOTA WESLEYAN UNIVERSITY

FREEMAN JUNIOR COLLEGE

GENERAL BEADLE STATE COLLEGE

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MOUNT MARTY COLLEGE

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SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY

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ORGANIZATIONAL PLAN

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EF 001 555

NILS A. BOE
GOVERNOR

STATE OF SOUTH DAKOTA
OFFICE OF THE GOVERNOR
PIERRE

A MESSAGE FROM THE GOVERNOR

SOUTH DAKOTA has a proud heritage of public and private institutions of higher education. Our colleges and universities have served the people and interest of this state well. But today, as never before, South Dakota higher education is at a crossroads of challenge. Rapidly expanding enrollments anticipated to continue into the 1970's create ever increasing demands for quality of instruction and curriculum, more and larger facilities, additional regular and specialized staff. Because of increased college enrollments and resultant required services, there is the necessity of more finances to support the higher education explosion. In simplest terms, our basic challenge becomes: How should the future of South Dakota higher educational institutions be planned to best meet the complex needs of the last quarter of the twentieth century? The extent to which we clearly answer this question will greatly influence the economic, social, and cultural future of our great State.

The South Dakota Commission on Higher Education Facilities, State Capitol Building, Pierre, South Dakota, has been authorized under Section 3 of Public Law 89-752 to expend federal monies to assist South Dakota private and public colleges and universities in developing a statewide comprehensive plan for future improvements. On the basis of a three year study, planning for quantitative and qualitative problems, both immediate and long range, will be accomplished.

This document presents the Organizational Plan of the South Dakota Commission on Higher Education Facilities for conducting the Statewide Comprehensive Plan of Higher Education in South Dakota. The plan will be cooperatively developed by the SDCHEF research staff, State Advisory Committee in Higher Education Comprehensive Planning, State Board of Regents, private college and university boards and trustees, presidents of public and private South Dakota colleges and universities, State Planning Agency, South Dakota Legislative Research Council, and the United States Office of Education.

Nils A. Boe
Governor

ED037036

ORGANIZATIONAL PLAN
FOR THE
STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA

Prepared by

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and

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For the

SOUTH DAKOTA COMMISSION
on
HIGHER EDUCATION FACILITIES
State Capitol, Pierre

SEPTEMBER, 1967

TABLE OF CONTENTS

A Message from the Governor ..... inside front cover

Membership of the South Dakota Commission on Higher Education Facilities 3

Overview of the Statewide Comprehensive Plan 4

Scope of the Research 5

Goals: General and Specific 5

Areas of Research 7

- Functions 7
- Control and Administration 7
- Students and South Dakota Higher Education 7
- Curriculum and South Dakota Higher Education 8
- Faculties and South Dakota Higher Education 9
- Facilities and South Dakota Higher Education 10
- Costs and South Dakota Higher Education 11

Organizational Chart 12

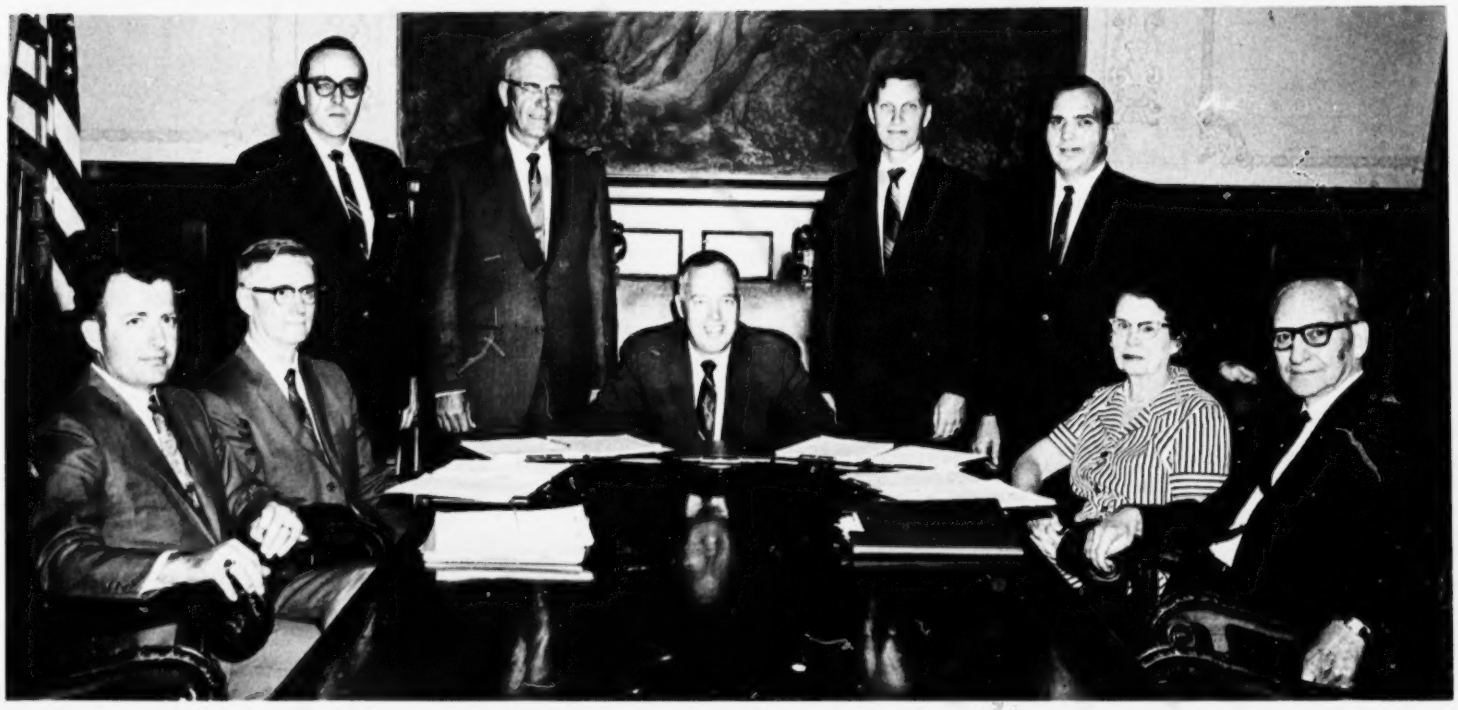
Conduct of the Statewide Comprehensive Plan 13

- South Dakota Commission on Higher Education Facilities 13
- Executive Secretary 13
- Comprehensive Planning Coordinator 13
- State Advisory Committee in Higher Education Comprehensive Planning 14
- SDCHEF Research Staff 14
- Research Committees 14
- General Consultants 14
- Special Consultants 15
- Advisory Facilities Inventory Board 15
- Colleges and Universities 15
- Governing Groups and Other Organizations 15

Research Time and Priorities 15

Use and Value of the Statewide Comprehensive Plan 16

SOUTH DAKOTA COMMISSION ON HIGHER EDUCATION FACILITIES



Commission Members and Executive Staff

Seated left to right: Commissioner Richard Battey; Commissioner William Churchill, immediate past Vice-Chairman; Commissioner Charles Burke, immediate past Chairman; **Commissioner Maylou Amunson, Secretary**; Commissioner J. W. Kaye. Standing left to right: Mr. Robert Morrissey, Executive Assistant; **Commissioner Hilbert Bogue, Vice Chairman; Commissioner Irving Hinderaker, Chairman**; and Mr. Alpha Braunesreither, Executive Secretary.

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Chairman, Watertown

Hilbert Bogue
Vice Chairman, Beresford

Charles Burke
Commissioner, Pierre

Maylou Amunson
Secretary, Mobridge

William Churchill
Commissioner, Huron

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Commissioner, Mitchell

SDCHEF STAFF
STATE CAPITOL BUILDING
PIERRE, SOUTH DAKOTA

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Executive Secretary

Robert Morrissey
Comprehensive Planning Coordinator

OVERVIEW
of the
Statewide Comprehensive Plan

South Dakota is not unique in its concern for problems in higher education. Throughout the country, from the largest to the smallest state, legislatures, educational groups, and laymen are expressing interest in finding better solutions to the myriad of dilemmas that currently engross institutions of higher education.

Although our problems in higher education are similar to those found in other states there is a major distinction: The higher education problems in South Dakota are **our** problems which, if solutions are to be found encompassing the best interests of the state, we must utilize available South Dakota resources to solve them.

Recognizing that the first step toward solving any problem is planning, the state legislature, governing boards, educators, and the public alike are cognizant of the need for a systematic appraisal to obtain data essential to long-range planning. The importance of sound, state-wide planning to meet the needs of South Dakota is acknowledged by the Forty-first Session of the South Dakota Legislature in the following words:

> . . . . There is hereby acknowledged in the Office of the Governor, the State Planning Agency for the purpose of effectuating, directing and correlating the state and local planning activities in furtherance of the purposes of this Act. . . . 'State Comprehensive Development Plan' means the plan or plans for the orderly and coordinated growth and development of the State. Such plan shall be based upon physical, social, cultural, economic, governmental and other data relating to state development, and shall include plans for natural resources, land use, and other related activities.

Specifically, as pertains to higher education in South Dakota and the law relating to the South Dakota Commission on Higher Education Facilities the Forty-first Session of the South Dakota Legislature further stated:

> . . . . The Governor is hereby authorized to designate said Commission as the state agency within the state of South Dakota to prepare and submit state plans for public and private higher education institutions in South Dakota to the proper federal agencies for the purpose of participating under the federal Higher Education Facilities Act and any amendments thereto, and any other related federal acts. . . . The Commission is hereby empowered to carry out the duties imposed in this act. . . . Whereas, this Act is necessary for the immediate support and preservation of the state government and its existing institutions, an emergency is hereby declared to exist and this Act shall be in full force and effect from and after its passage and approval.

On April 28, 1967 the South Dakota Commission on Higher Education Facilities adopted and forwarded for approval to the United States Office of Education a draft of the "South Dakota Higher Education Facilities Comprehensive Planning Proposal and Grant Request." On June 5, 1967 the Office of Education approved the draft and provided a financial award to be used in carrying out comprehensive planning activities using a three-phase approach.

Phase I - System Development is to be completed by June 30, 1968. Included in the first-year phase will be the development of definitions and standards pertaining to the areas of faculties, students, curriculum, facilities, and costs. Developing a systems for reporting will culminate in an instructional and procedural manual to be utilized by all public and private higher education institutions. In addition, one public and one private higher education institution will be selected to serve as pilot projects to determine the reliability of the system. The instructional and procedural manual will be refined and adjusted based upon the results of the pilot project.

Phase II - Data Gathering is to be accomplished by the end of fiscal year 1969. Demographic, economic, and social data, as well as the areas of Phase I, will be collected, audited, and published. This publication will be a concise compilation of statistics relating to each area undertaken and designed to allow a complete analyzation as proposed in Phase III.

Phase III - Data Analysis is to be completed by the close of fiscal year 1970. An in-depth analyzation will be performed revealing the current status of South Dakota higher education facilities, faculties, students, costs, and curriculum. Projections will be attempted in each area for a five, ten, and twenty-year period.

Following is the South Dakota Commission on Higher Education Facilities Organizational Plan for conducting

the Statewide Comprehensive Plan of Higher Education in South Dakota. It is the hope of the Commission that this cooperative Organizational Plan has encompassed adequately the best possible procedures to meet our goals. As the plan progresses, however, circumstances which are not presently evident may determine plan revision.

SCOPE OF THE RESEARCH

The Statewide Comprehensive Plan of Higher Education in South Dakota will encompass the seven state institutions of higher education and the nine private colleges and universities. Recognizing the importance of assisting all colleges and universities, both public and private, the United States Congress stated in its Declaration of Policy for the Higher Education Facilities Act of 1963:

> The Congress hereby finds that the security and welfare of the United States require that this and future generations of American youth be assured ample opportunity for the fullest development of their intellectual capacities, and that this opportunity will be jeopardized unless the Nation's colleges and universities are encouraged and assisted in their efforts to accommodate rapidly growing numbers of youth who aspire to a higher education. The Congress further finds and declares that these needs are so great and these steps so urgent that it is encumbent upon the Nation to take positive and immediate action to meet these needs through assistance to institutions of higher education, including graduate and under-graduate institutions, junior and community colleges, and technical institutes, in providing certain academic facilities.

The South Dakota Commission on Higher Education Facilities, as prescribed by both federal and state law, assists all institutions of higher education in South Dakota. It is the belief of the Commission that this assistance and responsiveness to all institutions is the only proper course which can be followed in the development of a comprehensive plan for South Dakota higher education. All institutions of higher education in our state have one common basic goal: *To provide the best possible education for students in South Dakota.* To this end, therefore, the research will also reflect any educational programs of propriety and other trade, technical, and vocational schools in South Dakota.

It is gratifying to the South Dakota Commission on Higher Education Facilities that all sixteen public and private institutions of higher education in South Dakota have consented to participate in the development of the statewide comprehensive plan. Such complete interest in the research is particularly noteworthy since research conduction must be carried out with the on-going program of each college and university. Recognizing the current burden of the institutions, the Commission will make every effort to gather data and use institutional personnel in such a manner as to minimize the amount of time and work required of individual faculty and staff members.

The successful final accomplishment of the statewide comprehensive plan, and particularly the completion of the first phase by the target date of June 30, 1968, will be achieved only with the continued good-will and cooperative effort of college and university faculties and staffs, the governing boards, and the Research Committees and Staff alike. With a continuation of present interest, cooperation, and enthusiasm of all groups involved, the statewide comprehensive plan should prove to be of maximum benefit in the never ending effort to improve the quality and effectiveness of higher education in South Dakota.

GOALS FOR THE STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA

Following are the general and specific goals of the South Dakota Commission on Higher Education Facilities Statewide Comprehensive Plan of Higher Education in South Dakota:

General Goals:

1. To develop uniform standards, formulas, and definitions in the areas of students, curriculum, faculties, facilities, and costs to permit objective program evaluation and data reporting in federal grant applications.

2. To conduct an exhaustive research in the areas of students, curriculum, faculties, facilities, and costs to provide complete information for cooperative higher education planning.

3. To determine ways in which present resources and possible additional resources that may be required can be best used to achieve the goals of higher education in South Dakota.

4. To better understand the control and administration of South Dakota higher education so that the most efficient methods of organization and procedures will result in mutually beneficial leadership.

5. To provide factual data to appropriate authoritative groups.

6. To develop a methodology that will provide a perpetual inventory and source of data for continuous comprehensive research.

Specific Goals:

1. To describe in as much detail as possible the characteristics of higher education in South Dakota and of the individual institutions to the total relationship of all institutions of higher education in the state.

2. To analyze education enrollment trends in South Dakota and estimate future higher education enrollments.

3. To study existing student admission, retention, attrition, graduation, policies, and practices.

4. To study higher education opportunities in South Dakota; determine what programs are not available; identify those programs which are available; and study the extent of curriculum duplication.

5. To project curriculum trends in South Dakota for the immediate and long-range future.

6. To study ways of selecting, retaining, and more effectively utilizing higher education faculties.

7. To project faculties expansion in South Dakota for the immediate and long-range future.

8. To appraise the adequacy in quantity and quality of present physical facilities and examine ways to utilize institutional plants more efficiently.

9. To project the need for facilities in South Dakota for the immediate and long-range future.

10. To study and determine ways of improving budgeting procedures and methods of allocation.

11. To project higher education costs in South Dakota for the immediate and long-range future.

12. To encourage each institution to continue improvements in the quality and effectiveness of institutional programs and services through comprehensive planning.

Areas of Research

Following are the major areas of research for the Statewide Comprehensive Plan of Higher Education in South Dakota and sub-topics that indicate the kinds of data that will be obtained:

I. Functions of South Dakota Higher Education

A. Present establishment for higher education

1. Past and present functions of institutions
   a. State universities
   b. State colleges
   c. Private universities
   d. Private colleges
   e. Private Junior colleges
   f. Post-secondary institutions

II. Control and administration of South Dakota Higher Education

A. Constitutional and statutory provisions for the State System

1. The South Dakota Board of Regents
   a. Powers and duties
   b. Organization and procedures

2. The institutions and other constituent agencies
   a. Administrative organization
   b. Faculties in administration
   c. Students in administration

B. Articles of incorporation and governing factors for the Private Systems

1. Private Boards and Trustees
   a. Powers and duties
   b. Organization and procedures

2. The institutions and other constituent agencies
   a. Administrative organization
   b. Faculties in administration
   c. Students in administration

III. Students and South Dakota Higher Education

A. South Dakota population distribution and trends

B. Economic trends and prospects

C. Geographic origin of resident and non-resident students

1. First-time-entering students
2. Undergraduate enrollments
3. Graduate enrollments

D. Institutional and state-wide enrollment trends

1. Distribution and trends by:
   a. Level of instruction
   b. Resident and non-resident status
   c. Sex
   d. Age groups

e. Program areas
f. Other

2. Proportion of high school graduates who go on to college
3. Factors influencing college attendance

F. Admission policies and practices
1. Characteristics of student bodies
a. Academic
b. Socio-economic
c. Age
d. Geographic
e. Other

G. Retention policies and practices
1. Attrition
a. Institutional
b. Geographic
c. State-wide
2. Factors affecting attrition
3. Follow-up of drop-outs
4. Inter-institutional transfers

H. Graduation policies and practices
1. Graduation requirements
2. Number of degrees conferred
a. By level
b. By program area
3. Follow-up of graduates

I. Higher education enrollment projections
1. Previous forecasts
2. Research Committee projections
a. Assumptions
b. Projections
(1) Five years
(2) Ten years
(3) Twenty years

IV. Curriculum and South Dakota Higher Education

A. Scope of educational opportunities available
1. Educational programs
a. Terminal and Associate Degrees
b. Bachelor's and First Professional Degrees
c. Graduate education
2. Post-secondary opportunities and needs

B. Internal and external curriculum duplication
1. Instructional programs
2. Research
3. Extension and public service programs
4. Trends in expansion

C. Summer school programs

D. Higher education curriculum projections
1. Previous forecasts
2. Research Committee projections
   a. Assumptions
   b. Projections
      (1) Five years
      (2) Ten years
      (3) Twenty years

V. Faculties and South Dakota Higher Education

A. Faculty characteristics
1. Age
2. Sex
3. Rank
4. Academic preparation
5. Experience
6. Other

B. Salary comparisons of part-time and full-time personnel
1. By teaching level
2. By rank, position, and years of experience
3. By departmental and staff function
4. Inter-institutional comparisons
5. Interstate, regional, and national salary comparisons
6. Released time educational activities

C. Teaching loads and class size
1. Student-credit-hour production per part-time and full-time faculty
2. Average class size
   a. By level
   b. By subject
   c. By department
   d. By college
3. Comparative salary
   a. By level
   b. By subject
   c. By department
   d. By college
4. Average credit hours teaching each semester per part-time and full-time faculty member
   a. By level
   b. By subject
   c. By department
   d. By college

D. Other Faculty Considerations
1. Non-teaching duties and responsibilities
2. Extent of and reasons for turnover
3. Recruitment problems

4. Improving faculty utilization
    a. Current research
    b. Possible new approaches
    c. Implications for South Dakota institutions

E. Projections of faculty needs for South Dakota
1. Previous forecasts
2. Research Committee projections
    a. Assumptions
    b. Projections
        (1) Five years
        (2) Ten years
        (3) Twenty years

VI. Facilities and South Dakota Higher Education

A. Inventory of existing land and buildings
1. Quantitative
2. Qualitative

B. Space utilization
1. Utilization standards
2. Classroom utilization
3. Laboratory utilization
4. Office and other service space utilization

C. Student capacities of existing physical plants
1. For educational and general purposes
2. For student activities and auxiliary enterprises (self-liquidating properties)

D. Improving space utilization
1. Scheduling practices
2. Extended day
3. Extended week
4. Year-round use of plant

E. Methods of financing physical plant needs in South Dakota
1. For educational and general purposes
    a. State-wide bond issues
    b. Legislative appropriations
    c. State Building Authority
    d. Gifts and pledges
    e. Private grants
    f. Federal grants
    g. Other
2. For student activities and auxiliary enterprises
    a. Revenue bond issues
    b. Sales and services
    c. Special charges for individual services
    d. Gifts and grants
    e. Other

F. Projections of facility needs for South Dakota
1. Previous forecasts
2. Research Committee projections
    a. Assumptions

b. Projections
   (1) Five years
   (2) Ten years
   (3) Twenty years

VII. Costs and South Dakota Higher Education

A. Pattern of income and expenditures for educational and general purposes
   1. Income trends by source
      a. Tuition and fee charges
      b. Room board and all other charges to individual users of services
      c. Earnings from endowment investment
      d. Private gifts and grants
      e. Local government
      f. State government
      g. Federal government
      h. Other sources
   2. Expenditure patterns by function
      a. Departments of instruction and research
      b. Organized research units
      c. Organized activity units
      d. Public service units
      e. Library
      f. General administration and institutional services
      g. Auxiliary services
      h. Non-institutional agencies

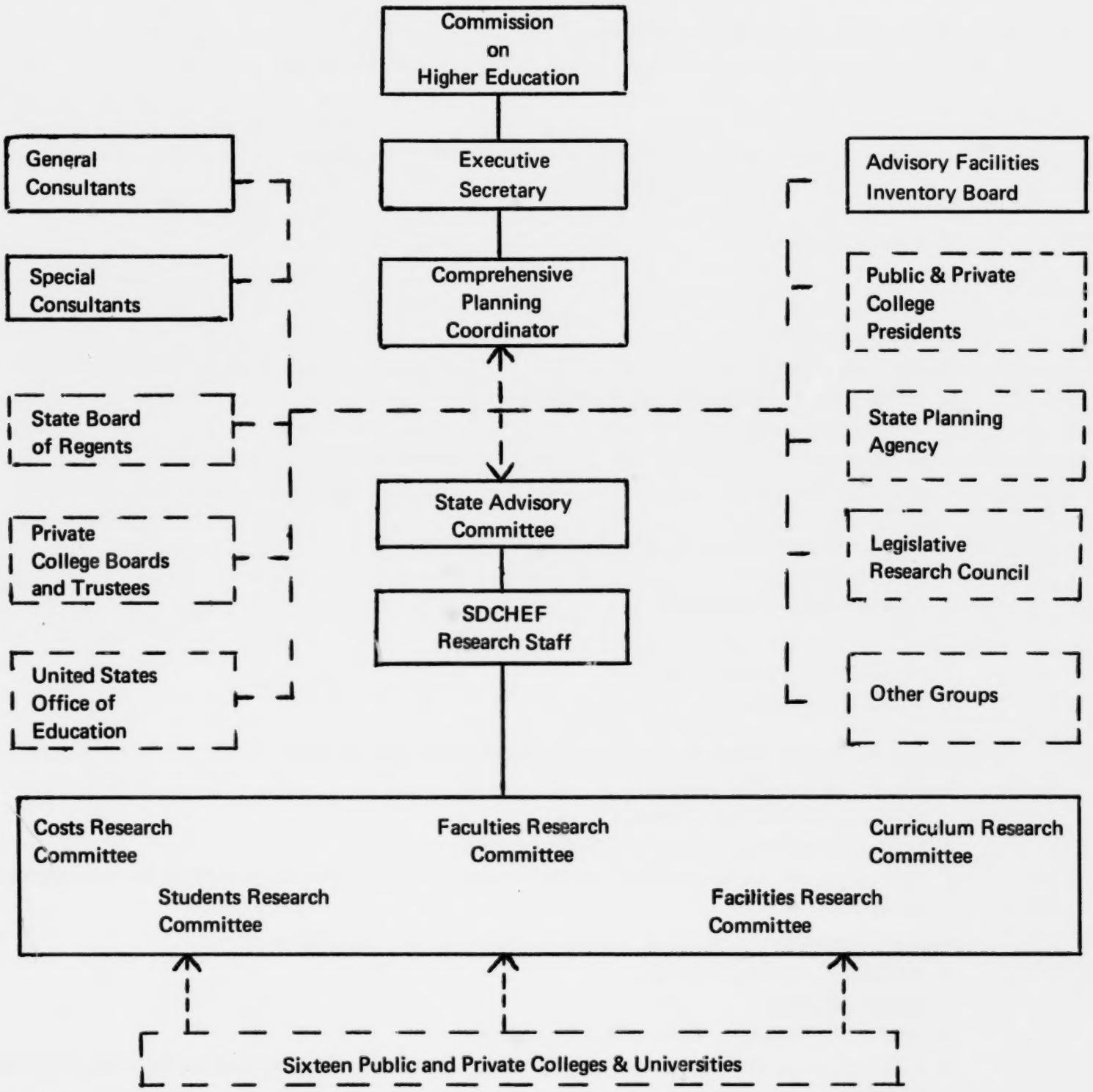
B. Salary costs by level, subject, department, and college
   1. Per full-time-equivalent student
   2. Per student-credit-hour

C. Budget preparation and financial report procedures for the State System
   1. Preparation of budget requests
   2. Allocation of state appropriations
   3. Relation of state appropriations to higher education requests
   4. Alternatives for improving budget procedures and financial reporting procedures for state appropriations

D. Budget preparation and financial report procedures for the Private Systems
   1. Preparation of budget requests
   2. Budget allocation
   3. Relation of revenue to higher education receipts
   4. Alternatives for improving budget procedures and financial reporting procedures for allocating private finances.

E. Projected operating costs for higher education
   1. Previous forecasts
   2. Research Committee projections
      a. Assumptions
      b. Projections
         (1) Five years
         (2) Ten years
         (3) Twenty years

ORGANIZATIONAL CHART FOR THE STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA



Legend: Groups in solid lines denote that the SDCHEF has administrative authority over participation in the statewide comprehensive plan.

Groups in broken lines, although instrumental participants in the conduction of the statewide comprehensive plan, are not administratively responsible to the SDCHEF and do not have veto-power over final Commission decisions in the plan development.

CONDUCT OF THE STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA

The Statewide Comprehensive Plan of Higher Education in South Dakota will be conducted by the South Dakota Commission on Higher Education Facilities with the assistance of its staff, the general consultants, the boards, trustees, presidents, and staffs of institutions in South Dakota higher education, the planning and research agencies and councils of state government directly involved in higher educational development, special consultants as needed, and other groups instrumental in establishing a cooperative plan. Following are the major responsibilities of the groups and individuals who will be actively engaged in the development of the statewide comprehensive plan:

The South Dakota Commission on Higher Education Facilities:

The South Dakota Commission on Higher Education Facilities was established by authority of Chapter 50, South Dakota Session Laws of 1964 as amended by Chapter 60 of the Session Laws of 1965 and Chapter 47 of the Session Laws of 1966.

The Commission is comprised of seven members, which include four members of the State Board of Regents who represent the state institutions of higher learning and other public institutions of higher learning in the state, and three members to represent the private institutions of higher learning. The members of the Commission are appointed by and serve at the pleasure of the Governor.

The Commission was initially established to function as the South Dakota Agency to participate in the program of the federal Higher Education Facilities Act of 1963 (P. L. 88-204), which provides federal grants to assist in construction of college academic facilities on a matching basis. In April, 1966, the Commission was designated as the South Dakota Agency to participate in Title I and Part A of Title VI of the Higher Education Acts of 1965 (P. L. 89-329). Title I of the 1965 federal Act provides financial assistance for community services and continuing education programs. Title VI, Part A of the 1965 Act provides federal grants for acquisition of laboratory and special equipment (Category I) to improve undergraduate instruction in institutions of higher education and closed circuit television projects (Category II).

Under Section 3 of Public Law 89-752 of 1966 Congress authorized the expenditure of federal monies for assisting states in developing statewide comprehensive plans for future higher education improvements. Consequently, in February, 1967 the Higher Education Commission was designated as the State Agency to administer the statewide comprehensive plan for South Dakota. In this capacity the Commission is responsible for the following areas: (1) General supervision of the statewide comprehensive plan; (2) Employing such personnel as may be required to conduct and administer the research for the plan; (3) Approving the organizational plan for the development of the statewide comprehensive plan; (4) Periodically reviewing and evaluating the progress of the plan; (5) Approving final research committee reports; (6) Approving the final statewide comprehensive plan, and directing to other agencies and groups final research committee reports which should appropriately be dealt with by them.

The Executive Secretary: The Executive Secretary is the chief executive officer of the South Dakota Commission on Higher Education Facilities and in this capacity shall execute the wishes of the Commission in the development of the statewide comprehensive plan as pertains to the areas cited above. In addition, the Executive Secretary will provide general supervision and leadership for the research and represent the Commission to the public, educational profession, the legislative and executive branches of South Dakota government, the press, and such other groups that may express interest in the organization, progress, and completion of the comprehensive plan.

The Comprehensive Planning Coordinator: The Comprehensive Planning Coordinator, under the direction of the Executive Secretary, is the primary coordinator of the Statewide Comprehensive Plan of Higher Education in South Dakota. The Comprehensive Planning Coordinator will be immediately responsible for the following areas: (1) Maintaining proper liaison with the general and special consultants, advisory committees and boards, state and private agencies, councils, boards, and trustees, and the public and private institutions of higher education in South Dakota; (2) Preparing an organizational plan for conducting the statewide comprehensive plan; (3) Developing definitions that will result in standard and uniform methods of reporting various data; (4) Developing various re-

search instruments for the gathering of data concerning higher educational costs, faculties, curriculum, students, and facilities; (5) Supervising the compilation and analyzation of data obtained by the various data-gathering instruments; (6) Organizing and directing the work of various committees created to research problem areas; (7) Advising the South Dakota Commission on Higher Education Facilities and other interested groups on the progress of statewide comprehensive planning; (8) Assisting in the preparation and submission of preliminary staff reports as the progress of the research warrants distribution; (9) Preparing final reports on collected research data into both written and data processing forms; (10) Assisting the Commission in providing research data to appropriate agencies for implementation of the completed comprehensive plan.

State Advisory Committee in Higher Education Comprehensive Planning:

The State Advisory Committee in Higher Education Comprehensive Planning was established by the Higher Education Commission and authorized by the United States Commissioner of Education in the "South Dakota Higher Education Facilities Comprehensive Planning Proposal and Grant Request."

The State Advisory Committee is a fifteen-member group broadly representative of the people in South Dakota. The Committee is composed of three private and three public higher education institution representatives (suggested by the Private and Public Presidents' Councils), five representatives of the South Dakota Legislature (suggested by the Legislative Research Council), three representatives of business and industry (selected by the Higher Education Commission), and one representative of vocational-technical institutions (selected by the Higher Education Commission).

The State Advisory Committee will meet periodically to advise the Comprehensive Planning Coordinator and the SDCHEF Research Staff regarding plans for conducting the comprehensive plan in the following areas: (1) Preliminary review of Research Staff reports; (2) Providing information concerning the plans and needs of each institution; (3) Evaluating the needs of the State as a whole.

The State Advisory Committee will exercise no veto action over the Higher Education Commission.

SDCHEF Research Staff: The SDCHEF Research Staff is primarily a communication organ composed of five representatives with one representative chosen by the members of each of the five research committees. The major functions of the Research Staff are: (1) Reporting to the Comprehensive Planning Coordinator and the State Advisory Committee on the progress of the work by individual research committees, (2) Coordinating committee research to avoid duplicity and foster correlation of collected data, (3) Drafting and preparing a concise compilation of statistics and narrative for publication on the areas undertaken.

Research Committees (Costs, Faculties, Curriculum, Students, and Facilities):

The Research Committees are composed of five representatives in each group chosen by the Higher Education Commission from a roster of names submitted by the presidents of all participating South Dakota colleges and universities. All South Dakota public and private colleges and universities in the statewide comprehensive plan will have at least one institutional representative appointed to a minimum of one of the five research committees. The first criteria in the selection of representatives for the research committees will be the special area expertise of individual members. Since the research committees are working groups and not policy groups, little attention will be given to institutional affiliation in the selection of members.

The Research Committees will be responsible for the following areas: (1) Electing one member by each research committee to serve on the SDCHEF Research Staff; (2) Identifying available resources of data; (3) developing and gathering new resources of data; (4) Collecting and developing questionnaires and report forms; and (5) Drafting preliminary research findings.

The Research Committees will be dissolved as their work is completed.

General Consultants: Educational consultants of national reputation and broad experience in the areas of costs, faculties, curriculum, students, and facilities have been selected by the Higher Education Commission to serve as General Consultants for the statewide comprehensive plan. The Commission has determined that the conduction of the statewide comprehensive plan is to be done by and with resources in South Dakota. Therefore, the General Con-

sultants will primarily serve to critique the following areas: (1) Providing professional guidance and counsel in implementing the organizational plan for the statewide comprehensive plan; (2) Reviewing and evaluating data; and (3) Preparing a final letter of critique for the Higher Education Commission on the validity and reliability of the completed statewide comprehensive plan.

Special Consultants: Special Consultants may be employed by the Higher Education Commission if necessary for research of a highly technical nature or to provide counsel and advice regarding analysis of data.

Advisory Facilities Inventory Board: An Advisory Facilities Inventory Board will be created by the Higher Education Commission to evaluate the condition of all higher education physical facilities in the state. The board will be composed of personnel familiar with state and local building codes, fire and other safety regulations, and who can perform an unbiased engineering evaluation of the buildings. The Board will visit each public and private campus, inspect the buildings, and make recommendations in the following areas: (1) Establishing the current replacement value of institutional buildings; and (2) Recommending as to the feasibility of razing or rehabilitating current institutional buildings.

Colleges and Universities: The president of each public and private college and university will be responsible for providing the names of faculty and staff personnel who are interested, willing, and possess the expertise to serve on the various research committees. The presidents will also be responsible for selecting their representatives to the State Advisory Committee in Higher Education Comprehensive Planning.

The faculty and staff of each college and university will be responsible for completing and returning questionnaires and other reports as are needed in compiling data in connection with the statewide comprehensive plan. While every effort will be made by the SDCHEF Research Staff, State Advisory Committee, Comprehensive Planning Coordinator, Research Committees, and General and Special Consultants, to check the validity of data, the primary responsibility for accuracy will fall upon each institution.

FINAL RESPONSIBILITY FOR APPLYING THE DATA OBTAINED FROM THE STATEWIDE COMPREHENSIVE PLAN WILL REST WITH THE GOVERNING BOARDS, PRESIDENTS, FACULTIES, AND STAFFS OF THE VARIOUS COLLEGES AND UNIVERSITIES.

Governing Groups and Other Organizations: The Governor, the State Legislature, governing boards of colleges and universities, presidents, state agencies and councils, the United States Office of Education, educational organizations, and other groups and individuals interested in South Dakota higher education will be used as a sounding board, particularly as to the goals for higher education in South Dakota.

RESEARCH TIME AND PRIORITIES

The United States Congress authorized in Section 3 of Public Law 89-752 financial assistance for the states to conduct statewide comprehensive plans during a three fiscal years period. The reasons for the unusual length of time involved in a research of higher education are found in the words "comprehensive" and "statewide." Congress and the Higher Education Commission are concerned with a "comprehensive" plan of South Dakota higher education due to the essential ingredients of higher education. Although the Higher Education Facilities Acts are primarily concerned with facilities they are not exclusively involved with "bricks and mortar." In order to fully understand the problems of facilities it is also necessary to comprehend the problems of students, curriculum, faculties, and costs. It has been said that **students** are attracted and shaped by **curriculum**, which is implemented by **faculties** who are supported by **facilities** which are constructed and operated through educational **costs**. The integral truth of this statement is evident whether read backwards or completely interchanged. The "comprehensive" plan has been broadened into a "statewide" plan to meet two vital criteria in obtaining a complete picture of South Dakota higher education: (1) Comprehensive data must be available from all institutions, and (2) Comprehensive data must be collected on a **comparable** basis using **common** definitions.

A three year period of research for the statewide comprehensive plan is also valuable for another reason. The Higher Education Commission has determined that the comprehensive plan is to "be accomplished by using personnel within the state assisted by consultants as needed." It must be recognized, therefore, that more time will be necessary for the research than if outside sources were used entirely.

A direct result of a lengthy research period involving broad scope, depth, and self-conduction methodology is

the necessity to establish target dates to guide the Research Committees, Staff, Comprehensive Planning Coordinator, and others in work completion. The first task in implementing a statewide comprehensive plan, therefore, is to establish a system of work completion dates in priority.

Of **first priority** is the compilation of information for system development by the Research Committees in the areas of students, curriculum, faculties, facilities, and costs. Special emphasis will be devoted to a curriculum report as requested by the Board of Regents. This development of a system for data collection will be obtained by review and analysis of available documentary resources, questionnaires, other report forms, and on-the-spot visits, interviews, and observations. Following the systems of development by the Research Committees, preliminary narrative and statistical drafts will be written for inclusion in an instructional and procedural manual adapted to an IBM 360 program to be tested at two colleges selected as pilot projects. This work will be accomplished by **June 30, 1968.**

Of **second priority** will be the gathering of data from all institutions by the Research Committees and Staff. The SDCHEF Research Staff will then analyze and interpret the data obtained for the preparation of a series of staff reports which present preliminary findings. Preliminary staff reports will be reviewed and discussed with the General Consultants, Special Consultants, State Advisory Committee, Higher Education Commission, and other interested groups. Final Research Staff reports will subsequently be prepared and submitted to the South Dakota Commission on Higher Education Facilities for their review and approval. This work is to be completed no later than **June 30, 1969.**

The **third priority** will be updating data and final analysis, prerequisite to preparing, printing, and distributing the written statewide comprehensive plan. This work will be accomplished by **June 1970.**

It is essential that each priority be accomplished by its particular target date. Each phase of the research is dependent upon completion of the preceding. In addition, if federal financial assistance is to be continued during each yearly phase, it is necessary to comply with deadlines as established in the grant request to the United States Office of Education.

USE AND VALUE OF THE STATEWIDE COMPREHENSIVE PLAN

This project for the development of a Statewide Comprehensive Plan of Higher Education in South Dakota is initiated with great enthusiasm and high expectations. The Higher Education Commission believes that higher education and the state of South Dakota can derive valuable benefits from its successful completion.

The value of the Statewide Comprehensive Plan of Higher Education in South Dakota, beyond fostering cooperation, providing information, and management instruments for private and public institutions will be determined by what subsequently happens regarding the improvement of South Dakota higher education. **The efforts of the Higher Education Commission in compiling and analyzing quantitative data on factors which affect quality education will be completed by the conclusions drawn and actions taken by the appropriate private and public boards, agencies, legislature, and the colleges and universities themselves.** Thus, valuable information obtained from the statewide comprehensive plan can be the vehicle used for designing and implementing programs to meet the major problems and challenges of South Dakota higher education. To this end it is the hope of the South Dakota Higher Education Facilities Commission that statewide comprehensive planning will become a continuous process through a cooperative partnership of all public and private colleges in South Dakota.